

TEACHING APTITUDE OF PRE-SERVICE TEACHERS FROM SAGAING UNIVERSITY OF EDUCATION

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Abstract

Pre-service teachers are the energy of today, the bright hope of the future and the key persons in promoting the educational system. Pre-service teachers' aptitude is an important characteristic to success in teaching. The main aim of the study is to investigate teaching aptitude of pre-service teachers. Moreover, the present study was conducted to find out the differences in teaching aptitudes of pre-service teachers according to gender, grade and age. In this study, the descriptive survey method was used and the samples were a total of 200 pre-service teachers from Sagaing University of Education. There were 100 first year pre-service teachers (50 Males and 50 Females) and 100 fifth year pre-service teachers (50 Males and 50 Females). The participants were selected by using the random sampling technique. Teaching Aptitude Questionnaire developed by Jain & Vishitha (2011) was utilized to measure their aptitudes. This questionnaire consists of three factors that affect teaching aptitudes; teacher perception of teacher effectiveness, attitude towards teaching profession and teaching interest. According to descriptive statistics, pre-service teachers from Sagaing University of Education had satisfactory teaching aptitude. The descriptive results showed that female teachers possessed more teaching aptitude than male teachers. It was found that fifth year pre-service teachers had higher teaching aptitude compared to first year pre-service teachers. The results indicated that aged pre-service teachers possessed better teaching aptitude than younger pre-service teachers. Based on the analysed results, conclusion, discussion and recommendations were made.

Keywords: Teaching, Teaching aptitude, Pre-service teacher

Introduction

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. It is the key to solve the various problems of life (Reddy, 2004). Teaching is an art to give knowledge to students with effective way. Teaching is a science to educate fact and causes of different topics of different subjects. It is an activity involving teacher and student with a view to the development of student. In the educational process, teacher and teaching- learning process play a vital role. Teaching is a complex process which brings socially desirable behavioral change in a person. The role of teacher is always challenging and dynamic and a teacher is the most important input. The teacher's job is not only transmission of knowledge, but it is something more. (Aggarwal, 2013).

Aptitude is an important thing in education and a main characteristic in teaching. A good teacher must possess significant aspect of teaching. A person will be considered possessing high teaching aptitude if he possesses good mental ability, positive attitude towards children, adaptability, professional information, interest in profession. Aptitude, quality, competence and character of teacher highly influence the quality of Education. (Ganoje, 2011).

Teaching is considered to be one of the noblest professions in the world. The success of any country is determined by its system of education and teachers are the main stakeholders in the overall system of education. Education system varies tremendously globally, but the esteem of teachers has been quite high all across the globe. The important dilemma in the world of teacher

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education is that whether teachers are born, or teachers are made. Although there is a general consensus on the fact that teachers are born but the percentage of such born teachers is quite dismal across the world. (Chandel and Dhiman, 2014).

Teaching as profession can be considered as a highly promising occupation which provides highly specialized intellectual services. Aptitude can be defined as natural ability to do something. Teaching aptitude, hence, refers to an individual's innate ability in teaching. By testing aptitude, we are able to know a great extent whether an individual has the potentiality to become a good teacher, and a good leader etc. Aptitude tests measure and describe special abilities, capacities or talents which are supposed to determine the level of achievement that is expected from individuals in specific fields of study and activity (Aggarwal, 2013).

Teaching needs three qualities; knowledge communication skill and aptitude (Hindu, 2002). An aptitude is an important characteristic in teaching. Teaching aptitude is an aptitude concerned with teaching. Bingham (1937) also said that teaching aptitude involves a specific ability, potentiality, interest, satisfaction and fitness in teaching profession.

Pre-service teachers are the energy of today and the bright hope of the future. The quality of teacher education can be improved by many methods, such as improving the curriculum, improving the practice teaching etc. In teacher education program, it is necessary to give adequate importance to pre-service teachers' aptitude. Teaching aptitude is also found to be a good predictor of teacher effectiveness (Beena, 1995).

The pre-service teachers are the key persons in promoting the educational system. Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. This study may be helpful in the assessment of pre-service teachers' teaching aptitudes. It will provide teacher educators' efforts on developing aptitude among the pre-service teachers. It will support to an extent for teacher education and teacher training programmes in Myanmar.

Aim of the Study

The main aim of this study is to investigate teaching aptitude of pre-service teachers from Sagaing University of Education. The specific objectives are:

1. To explore the perceptions of pre-service teachers on their teaching aptitude.
2. To examine the difference between the teaching aptitude of male and female pre-service teachers.
3. To investigate the differences in the teaching aptitude of pre-service teachers by their grade and age.

Definition of Key Terms

Teaching. Teaching is an art to give knowledge to students with effective way. Teaching is a science to educate fact and causes of different topics of different subjects. It is an activity involving teacher and student with a view to the development of student (Ochathevan, 2010).

Aptitude. Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual's ability to acquire with training, some specific field of knowledge, skill or set of responses such as the ability to speak a language, to produce music etc. (Warren, 1934, cited in Chugh, 2012).

Teaching Aptitude. Teaching aptitude is a person's capacity to acquire proficiency in teaching under appropriate conditions (Gull Kulsooma & Jan Tasleema, 2002). Teaching aptitude may be considered as a special ability or specific capacity besides the general intellectual ability (Ganoje, 2011).

Pre-service Teachers. Per-service teachers are those who are getting training to become teachers and they are known by different names like – would be teachers, pupil teachers, student teachers, and future teachers. (Parvez & Shakir, 2013).

Review of Related Literature

Pre-service Education often provides the first step in the professional development of teachers. It exposes pre-service teachers to new perspectives as well as prepares them in knowledge and skills (Wilke, 2004). Wilke (2004) indicated that knowledge includes disciplinary content, or subject knowledge, and pedagogical content knowledge, or knowledge of how to teach. This forms the basis for quality practice. Pedagogical knowledge can be defined as the content, skills and strategies required for effective teaching (Gerges, 2001). Pedagogical knowledge is linked closely to teachers' belief in that there are factors that influence teachers' attitudes and beliefs towards the implementation of a variety of instructional models and strategies (Sylvia Chong & Choon Lang, 2007).

Meaning and Nature of Teaching

Teaching is an organized system of specific activities aimed to help the learner learn something. Teaching includes all the activities of providing education to other. It is also not a fundamental concept as it is greatly influenced by social and human factors. Teaching is a continuous process. The main aim of teaching is to bring about socially desirable behavioral changes in the students and can be achieved only if teaching is effective and based on certain values or principles (Ochathevan, 2010).

Teaching has six basic requirements. They are- three variables in teaching (includes the teacher, student and environmental factors), professionalism, suitable environment, teacher student relationship, students discipline, teacher and student's devotion to teaching and learning. The person who provides education is called teacher. Effective teaching depends on the teacher. The teacher also uses different methods for giving best knowledge to his students.

Meaning and Nature of Aptitude

Aptitude means ability to do a work by a particular task and it is a natural talent. Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be defined as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language (Taxer, 1957, cited in Reddy, 2004).

An aptitude is an innate component of a competency (the others being knowledge, understanding, learned or acquired abilities (skills) and attitude) to do a certain kind of work at a

certain level. Aptitude is the dynamic trend of the whole personality with mental organization that makes one good in learning and in performing a specialized type of work (Mursell, 1494, cited in Sujata, 2005).

Teaching as a Profession

Teaching is a demanding job that requires in-depth knowledge of subject content, age-specific pedagogy, and many varied skills such as patience, leadership, and creativity, just to name a few. Teaching is a very professional career where an individual is held accountable through a series of tests, assessments and tools to gauge the achievement of students and their learning. Teachers utilize their skills to convey a variety of teachable subjects to students within the classroom from mathematics, science, history, social studies, to music, art and life skills.

Teachers are a valuable resource to communities worldwide, nationwide, and community-wide. They provide an essential role of helping provide the best possible means of education to a group of students that they possibly can. In becoming a teacher, individuals learn a variety of tools in their education. Pre-service teachers have a criterion of classes that will help shape their knowledge base to become outstanding educators.

The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. (Goodings, 1995, cited in Hussain, 2011). It is the teaching profession, which helps an individual for his growth fully, in his body, mind, spirit, intellectual emotion and with moral values and artistic sensitivity. Therefore, teaching has been accepted as the noblest profession.

Factors influencing on Teaching Aptitude

Teaching aptitude is affected by various factors. According to Ushakumari (2008), there are three factors that have been influencing on teaching aptitude. They are (i) Teacher Perception of Teacher Effectiveness, (ii) Attitude towards Teaching Profession, and (iii) Teaching Interest.

Teacher Perception of Teacher Effectiveness

Teacher Perception of Teacher Effectiveness has been found as one of the major characteristics of effective teaching. Othman (2009) mentioned that teaching is seen as a rational activity and teachers are seen as adaptable to the new theories and external circumstances. Teacher effectiveness is a crucial factor which determines the academic achievements of the pupil both qualitatively and quantitatively. The most common criteria used in evaluating teacher effectiveness were (a) teacher preparation, (b) personal motivation and abilities, (c) the teacher-student relationship, (d) professional roles and practices and (e) teaching environment (Ruff, 1989, cited in Rajammal, 2012).

Attitude towards Teaching Profession

Attitude is important to understand human behavior. Generally, it is defined as a complex mental state involving beliefs (Anastasia, 1957, cited in Jagannadh, 2012). Attitudes are typically conceptualized as having three related components: cognitive that is idea or assumption upon which the attitude is based, affective that is feeling about the issue and behavioral that is a predisposition towards an action that corresponds with the assumption or belief (Wood, 2000, cited in Maliki, 2013). These concepts significantly influence teachers' thinking processes, classroom activities, professional changes, improvements and teaching skills (Pajares, 1992, cited in Guneyli and Aslan, 2009).

Teaching Interest

Interest is a dynamic and active concern with a material, object, or skill. A task of interest is perceived in terms of its relationship to the individual as well as its relationship to other things, as part of a whole (Dewey, 1913, cited in Parr, 2006). According to Crow and Crow (1973), interest may refer to the motivating force that impels us to attend to a person, a thing or an activity, or may be the effective experience that has been stimulated by the activity itself.

Methodology

Research Design

In this research, descriptive survey method was utilized to study teaching aptitude of per-service teachers. Quantitative approach was employed to collect and analyze the data.

Participants

The participants in this study were a total of 200 pre-service teachers; 100 first-year (50 males and 50 females) and 100 fifth-year (50 males and 50 females) pre-service teachers from Sagaing University of Education. They were selected by using random sampling technique.

Instrumentation

In this study, teaching aptitude questionnaire (TAQ) developed by Jain & Vishitha (2011) was used to assess teaching aptitude of pre-service teachers. The questionnaire was constructed with 27 items including 3 subscales; 9 items of teacher perception of teacher effectiveness, 8 items of attitude towards teaching profession and 10 items of teaching interest. The instrument was 5 points Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Research Findings

After collecting the required data, data entry was computed by using the SPSS 16.0 software (Statistical Package for Social Science). To find out more detailed information, independent sample *t*-test and one-way ANOVA (Analysis of Variance) were conducted.

1. Teaching Aptitude of Pre-service Teachers

To find out teaching aptitude of pre-service teachers, statistical descriptive procedure was made by using data from pre-service teachers' responses on teaching aptitude questionnaire.

Table 1 Descriptive Statistics for Teaching Aptitude of Pre-service Teachers

Factors	N	Minimum	Maximum	Mean	Mean Percent (%)	SD
Effectiveness	200	12	45	39.14	86.98	3.314
Attitude	200	24	40	34.39	85.98	3.027
Interest	200	28	50	41.15	82.3	3.857
Teaching aptitude	200	89	135	114.67	84.94	8.205

According to the Table 1, the mean percentages of pre-service teachers in effectiveness, attitude and interest were 86.98%, 85.98% and 82.3% respectively. Therefore, pre-service teachers

have higher teaching aptitude in effectiveness. According to the result, teaching aptitude of pre-service teachers was satisfactory enough because the mean percentage value of teaching aptitude was 84.94.

2. Gender Differences in Teaching Aptitude of Pre-service Teachers from Sagaing University of Education

Firstly, descriptive statistics was conducted to explore gender differences in teaching aptitude of pre-service teachers from Sagaing University of Education.

Table 2 Mean and Standard Deviation of Pre-service Teachers' Teaching Aptitude by Gender

Variable	Gender	N	Mean	SD	Mean difference
Teaching Aptitude	Male	100	112.43	8.283	-4.490
	Female	100	116.92	7.519	

According to Table 2, the mean values of teaching aptitude were 112.43 and 116.92 for the male and female pre-service teachers respectively. Female teachers have the higher mean value than male teachers. On the basis of higher mean value, it can be said that female teachers had better aptitude towards teaching profession compared to male teachers.

Table 3 Result of *t*-test for Gender Differences in Teaching Aptitude

Variable	Gender	Mean difference	<i>t</i>	<i>df</i>	<i>p</i>
Teaching Aptitude	Female	-4.490	-4.014***	198	.000
	Male				

According to the result of *t*-test, it was found that there was gender difference in teaching aptitude. It was significantly different at 0.001 level. So, female pre-service teachers had more teaching aptitude than male pre-service teachers. In addition, descriptive statistics was used to find out gender differences in each factor.

Table 4 Result of Mean Comparison for Three Factors of Teaching Aptitude of Pre-service Teachers by Gender

Factors	Gender	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Effectiveness	Male	38.61	3.795	-2.285*	198	.023	-1.060
	Female	39.67	2.667				
Attitude	Male	33.57	3.288	-3.970***	198	.000	-1.640
	Female	35.21	2.500				
Interest	Male	40.25	3.891	-3.365**	198	.001	-1.790
	Female	42.04	3.626				

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

According to the result of Table 4, female pre-service teachers' mean scores were better than male on three factors of teaching aptitude. And there was statistically significant between genders on three factors.

3. Grade Differences in Teaching Aptitude of Pre-service Teachers from Sagaing University of Education

Descriptive statistics was applied to investigate the teaching aptitude of pre-service teachers by grade.

Table 5 Means and Standard Deviations of Pre-service Teachers by Grade

Variable	Grade	N	Mean	SD	Mean Difference
Teaching Aptitude	First Year	100	114.04	8.829	-1.270
	Fifth Year	100	115.31	7.521	

Table 5 showed that the means and standard deviations of first year pre-service teachers were 114.04 and 8.829. Fifth year pre-service teachers' means and standard deviation were 115.31 and 7.521. According to this table, the mean score of fifth year pre-service teachers was slightly better than that of first year pre-service teachers.

Table 6 Result of *t*-test for Grade Difference in Teaching Aptitude

Variable	Grade	Mean Difference	<i>t</i>	<i>df</i>	<i>p</i>
Teaching Aptitude	First Year	-1.270	-1.095	198	.275
	Fifth Year				

Owing to the result of *t*-test, the difference in teaching aptitude of pre-service teachers by grade has not been found to be significant. To know more detailed, the means and standard deviations for the three factors of teaching aptitude by grade were shown in Table 7.

Table 7 Result of Mean Comparisons for Three Factors of Teaching Aptitude of Pre-service Teachers by Grade

Factors	Grade	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Effectiveness	First Year	38.48	3.963	-2.867**	198	.005	-1.320
	Fifth Year	39.80	2.344				
Attitude	First Year	34.58	2.760	.887	198	.376	.380
	Fifth Year	34.20	3.275				
Interest	First Year	40.98	4.154	-.604	198	.547	-.330
	Fifth Year	41.31	3.550				

** $p < .01$

In Table 7, fifth year pre-service teacher's mean score was better than first year pre-service teachers for the first factor. There was a significant difference for the first factor (teacher perception of teacher effectiveness), but there was no significant difference on other two factors of

teaching aptitude (attitude toward teaching profession and interest) of pre-service teachers by grade.

4. Age differences in Teaching Aptitude of Pre-service Teachers from Sagaing University of Education

To examine whether there were any differences in teaching aptitude of pre-service teachers by age, a descriptive analysis was reported in Table 8.

Table 8 Means and Standard Deviations of Pre-service Teachers' Teaching Aptitude by Age

Variable	Age Groups	N	Mean	SD
Teaching Aptitude	18-21	100	114.04	8.829
	22-25	97	115.31	7.629
	26-29	3	115.33	2.517
	Total	200	114.68	8.205

Student teachers from Sagaing University of Education were classified into three age groups, students' age groups between 18 and 21 years, between 22 and 25 years and then between 26 and 29 years. It can be concluded that overall teaching aptitude was found at maximum level in the pre-service teachers with age group (26-29 years), at average level in the age group (22-25 years), and at minimum level in the age group (18-21 years).

Table 9 ANOVA Result for Teaching Aptitude of Pre-service Teachers

Factors		Sum of Squares	df	Mean Square	F	p
Effectiveness	Between Groups	88.000	2	44.000	4.131*	.017
	Within Groups	2098.080	197	10.650		
	Total	2186.080	199			
Attitude	Between Groups	7.894	2	3.947	.428	.652
	Within Groups	1815.686	197	9.217		
	Total	1823.580	199			
Interest	Between Groups	8.395	2	4.198	.280	.756
	Within Groups	2952.400	197	14.987		
	Total	2960.795	199			
Teaching Aptitude	Between Groups	80.647	2	40.323	.596	.552
	Within Groups	13317.228	197	67.600		
	Total	13397.875	199			

* $p < .05$

The result expressed that there was significant difference in teacher perception of teacher effectiveness at 0.05 significant level. But, there was no significant difference in attitude towards teaching profession and teaching interest.

Table 10 Result of Tukey HSD for First Factor of Teaching Aptitude by Age

Factor	(I) Age	(J) Age	Mean Difference (I-J)	<i>p</i>
Teacher Perception of Teacher Effectiveness	18-21	22-25	-1.304*	.015
		26-29	-1.853	.597
	22-25	18-21	1.304*	.015
		26-29	-.550	.955
	26-29	18-21	1.853	.597
		22-25	.550	.955

* $p < .05$

Table 10 indicated that the pre-service teachers of 22-25 years age group were significantly higher than the teachers of 18-21 years age group in teacher perception of teacher effectiveness at 0.05 level.

Discussion and Conclusion

Discussion

Aptitude has future reference and tries to predict the degree of attainment or success of an individual in an area or activity after adequate training. Teaching aptitude is a person's capacity to acquire proficiency in the teaching under appropriate conditions (Gull Kulsooma & Jan Tasleema, 2002). Teaching aptitude is a crucial role in promoting the quality of teacher education and in teaching learning process. It is important for not only pre-service teachers but also in-service teachers. To succeed in teaching, every teacher must have high teaching aptitude. Pre-service teachers are the energy of today and the bright hope of the future. Thus, this study was made to investigate pre-service teachers' teaching aptitude in Sagaing University of Education.

In the present study, teaching aptitude was measured by the three factors according to Ushakumari (2008). These factors are teacher perception of teacher effectiveness, attitude towards teaching profession and teaching interest. Unless a teacher has better perception of effective teaching, he can never do justice to his profession. The content of teacher effectiveness includes some aspects of the teachers' aptitude. Teacher effectiveness must be defined in terms of behaviors and learning of students, not behaviors of teachers (Shweta Tyagi, 2013). The most important factor that affects a teacher's success and efficiency is his attitude towards teaching profession (Kavcar, 2005, cited in Guneyli and Aslan, 2009). Teachers' attitudes influence on their performance and behavior. Teachers' attitudes towards teaching have an effect not only on their teaching practice but also on their students. Teachers' interests may act as a lens for understanding classroom situations and possible solutions. An interested teacher can inculcate interest for the subject in students and all other activities, in and out of the school (Mishra, 2012). It is essential

that a teacher should have positive interest in teaching to attain efficiency in every aspect of teaching. All three factors are very important and related to teaching aptitude.

In the present study, the factors of teaching aptitude of pre-service teachers from Sagaing University of Education are satisfactory. It can be considered that they possess good mental ability, positive attitude towards adaptability, professional information and interest in profession. According to the result, the factor of teacher effectiveness is the best among three factors. Based on the assumption of Sharma (1971), it can be interpreted that the higher the teachers' teaching effectiveness, the higher the school effectiveness. After the teaching aptitudes of pre-service teachers were studied according to gender, it was found that teaching aptitude of male pre-service teachers was weak. Some male pre-service teachers have reached into Sagaing University of Education due to the encouragement by their parents and environment. Thus, they must be motivated to be interested in and appreciate on teaching profession at current time. For female pre-service teachers, they were more capable to concentrate on their teaching profession. In this study, it was also found that pre-service teachers' aptitudes were different according to their ages and grades. It was found that grade or qualification was linked with the teaching aptitude of pre-service teachers. Similarly, pre-service teachers having higher academic and professional qualification (grade) possessed more teaching aptitude. Moreover, it was observed that teaching aptitude increased with age, and there was a strong link between age and teaching aptitude. So, teaching aptitude of pre-service teachers came with age and professional qualification.

According to the research findings and related literature review, the following recommendations should be made to become sound aptitude of pre-service teachers.

- Should have an aptitude test for selecting pre-service teachers.
- Should provide effective trainings for supporting pre-service teachers' teaching aptitude.
- Should train pre-service teachers to appreciate on teaching profession.
- Should provide conferences, staff development programme, seminars and other activities that will develop pre-service teachers' positive attitudes, interests and perceptions affected on teaching aptitude.
- Should provide instructional strategies concerning academic course and co-curriculum activities.
- Should give adequate training programme for not only pre-service teachers but also in-service teachers to enhance teaching aptitude annually.
- Should evaluate with an aptitude test whether there were any changes in pre-service teachers' teaching aptitude during training and after training.

Based on the findings of the study, some of the contributions are made as follows.

- The present study identified teaching aptitude of pre-service teachers as an important factor contributing to the improvement of quality of education.
- This study will contribute for giving the knowledge of various aspect of teaching aptitude.
- This study will contribute to compare the teaching aptitude of teachers in different types of school.
- This study will help teacher educators for nurturing and creating good attitudes of pre-service teachers towards teaching profession.
- By this study, teacher community will get sensitized about the factors of teaching aptitude.
- This study will provide teacher educators' efforts on developing teaching aptitude among the pre-service teachers.

- This study may be helpful in the assessment of pre-service teachers' teaching aptitude.
- This study will support to an extent for teacher education and teacher training programmes in Myanmar.

Conclusion

The main aim of this study was to investigate teaching aptitude of pre-service teachers from Sagaing University of Education. A survey study was made in 2022-2023 academic year to examine aptitude level of 200 pre-service teachers from Sagaing University of Education. Pre-service teachers' aptitude was measured by Teaching Aptitude Questionnaire. by Jain & Vishihta (2011).

Among three factors of teaching aptitude, the highest scoring factor is teacher perception of teacher effectiveness (mean percent value 86.98). So, it can be said that pre-service teachers from Sagaing University of Education had high perception of teacher effectiveness. According to the result of the study, it can be interpreted that pre-service teachers from Sagaing University of Education had satisfactory level of teaching aptitude (mean percent value 84.94). On the other hand, the mean percentage values of attitude subscales and interest subscale were 85.98 and 82.3. So, it may be assumed that attitude and interest of pre-service teachers were also satisfactory enough.

To explore gender differences in teaching aptitude, the independent sample *t*-test was applied. It can be seen that pre-service teachers' teaching aptitudes significantly differ according to gender. Among all pre-service teachers, female teachers had better aptitude than male teachers. So, this result is harmony with the studies of Singh (2015) on teaching aptitude of BEd teacher trainee of Himachal Pradesh in relation to their gender and stream. The present study was examined whether there was no significant difference in teaching aptitude between first year and fifth year pre-service teachers by using the independent sample *t*-test. According to the result of *t*-test, it can be said that the mean score of teaching aptitude of fifth year pre-service teachers was slightly better than that of first year pre-service teachers. In the two factors of teaching aptitude (teacher perception of teacher effectiveness and teaching interest), fifth year pre-service teachers were better than first year. It can be seen that significant difference was found in teacher perception of teacher effectiveness factor in teaching aptitude by grade. Moreover, age differences in teaching aptitude among first year and fifth year pre-service teachers were investigated by using one way analysis of variance (ANOVA). Based on the result of Tukey HSD, there was significant difference in teacher perception of teacher effectiveness factor in teaching aptitude between teachers of 18-21 years age group and those of 22-25 years age group. It can be concluded that pre-service teachers' teaching aptitude may be dependent upon their existing ages.

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